



# News & Views FROM THE WORLD

United States Embassy, Harare, Zimbabwe - November 2006

Volume 9

Free Copy

**THIS ISSUE: International Education**

## Record Youth Population needs Urgent Investment

*The developing world's burgeoning youth population  
has the potential to drive economic growth*

Developing countries which invest in better education, healthcare, and job training for their record numbers of young people between the ages of 12 and 24 years of age, could produce surging economic growth and sharply reduced poverty, according to a new World Bank report launched at the Bank's Annual Meetings in Singapore.

With 1.3 billion young people now living in the developing world—the largest-ever youth group in history—the report says there has never been a better time to invest in youth because they are healthier and better educated than previous generations, and they will join the workforce with fewer dependents because of changing demographics. However, failure to seize this opportunity to train them more effectively for the workplace, and to be active citizens, could lead to widespread disillusionment

and social tensions.

"Such large numbers of young people living in developing countries present great opportunities, but also risks," says François Bourguignon, the World Bank's Chief Economist and Senior Vice President for Development Economics. "The opportunities are great, as many countries will have a larger, more skilled labor force and fewer dependents. But these young people must be well-prepared in order to create and find good jobs."

The report says that young people make up nearly half of the ranks of the world's unemployed, and for example, that the Middle East and North Africa region alone must create 100 million jobs by 2020 in order to stabilize its employment situation.

**"This may be one of the profound decisions  
a developing country will ever make  
to banish poverty and galvanize its economy"**

Moreover, surveys of young people in East Asia and Eastern Europe and Central Asia—carried out as research for the report—indicate that access to jobs, along with physical security, is their biggest concern.

Far too many young people—some 130 million 15-24 year olds—cannot read or write. Secondary education and skill acquisition make sense only if primary schooling has been successful. This is still far from being the case and efforts have to be reinforced in this area. In addition, more than 20 percent of firms in countries such as Algeria, Bangladesh, Brazil, China, Estonia, and Zambia, rate poor education and work skills among their workforce as 'a major or severe obstacle to their operations.' Overcoming this handicap starts with more and better investments in youth.

"Most developing countries have a short window of opportunity to get this right before their record numbers of youth become middle-aged, and they lose their demographic dividend. This isn't just enlightened social policy. This may be one of the profound decisions a developing country will ever make to banish poverty and galvanize its economy," says Emmanuel Jimenez, lead author of the report, and

*Continued on Page 2*



### **Celebrating the benefits of international education and exchange**

From November 13-17, International Education Week is a joint initiative of the U.S. Department of State and the U.S. Department of Education and is part of the effort to promote programs that prepare Americans for a global environment and attract future leaders from abroad to study, learn, and exchange experiences in the United States.

The participation of all individuals and institutions interested in international education and exchange activities, including schools, colleges and universities, embassies, international organizations, businesses, associations, and community organizations is actively encouraged. (See page 8)

## Zimbabweans earn U.S.\$7 million in scholarships to study in the USA



Twenty-seven highly talented, economically disadvantaged Zimbabwean students have earned over U.S. \$7 million (U.S.\$7,162,408) in scholarships to study for four years at America's finest colleges and universities. The students graduated in August after completing a year's training under the United States Students Achievers Program (USAP). The USAP students will begin studies this month on full academic scholarships at America's most selective colleges and universities including Amherst College, Brown University, Columbia University, Mount Holyoke College, Princeton University, Williams College and the University of Pennsylvania.

The recognition ceremony was attended



*The group of talented students prior to their departure for the United States*

by the students, their parents, school Headmasters, U.S. Embassy officials, and members of the Zimbabwean business community. United States Ambassador to Zimbabwe, Christopher Dell officiated, congratulating the students and calling upon them to use the knowledge and experience acquired from abroad to help make a positive difference in the future of Zimbabwe.

The USAP program, offered by the Educational Advising Center at the U.S. Embassy, prepares students for education in the U.S. by assisting them with every step of the college selection, application, and orientation process. Thus far, over 120 Zimbabwean students have gone to the United States by way of the USAP program. While the colleges and universities

*Continued on Page 7*

## GET A **BALANCED** POINT OF VIEW



We talk to everyone, and everyone talks to us!  
Listening to all sides of the story gives you an  
informed and balanced view of Zimbabwean news.

Shona: 7:00-7:30 pm  
English: 7:30-8:00 pm  
Ndebele: 8:00-8:30 pm

909 AM-MW and 4930, 13755, 17730 kHz SW

Contact us on [studio7@voanews.com](mailto:studio7@voanews.com) and you can air your own views.

**STUDIO 7**  
**Voice of America**  
**FOR ZIMBABWE**

## In this issue

Can Education Goals be met?	2
African Education Initiative	3
Education Economics: Psacharopoulos	4
ABAZ highlights Zimbabwe Education	4
History of Education in US	6
Zimbabwean Tribute to Liberal Arts Study	7
EducationUSA	8

Articles from "News & Views From The World" newsletter are copyright-free and may be reprinted or reproduced in whole or in part, as desired, unless the article or photo is indicated as "Rights Reserved or © Copyright."



# Finance and Expenditures in Education

*The World Bank lending programs must reach their intended beneficiaries*

To ensure macro-economic stability, as well as to promote equitable economic growth, countries need to maintain public spending at a level consistent with their long-run financing ability while, at the same time, establishing transparent budget mechanisms that allocate and manage public resources equitably and reduce poverty. However, in the real world, public resource allocation decisions do not always reflect sound economic policies.

The World Bank, with its lending programs in numerous client countries, must ensure that borrowed World Bank funds reach the intended beneficiaries. World Bank Education Economists collaborate with experts from Country units and Poverty Reduction and Economic Management units to undertake economic and sector work such as economic memorandums, poverty assessments and public expenditure reviews as well as reports on specific issues in education to help provide informed policy making in the sector.

Education policy research pays considerable attention to

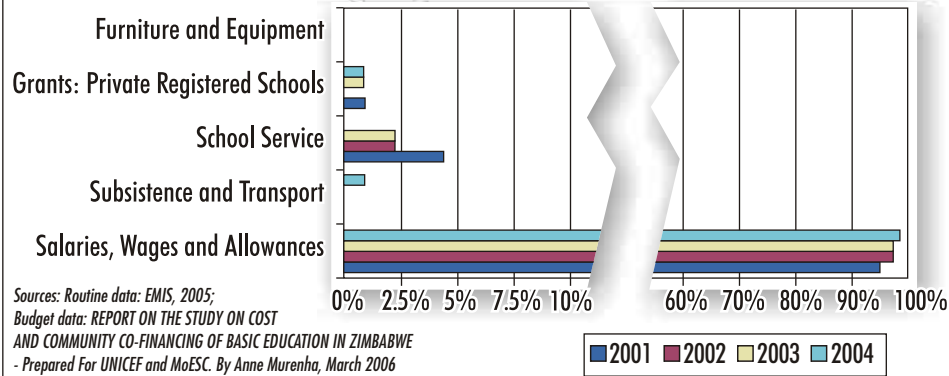
the productivity and efficiency of government expenditure in the education sector. Determining how governments and families can finance and best allocate scarce resources to produce quality education and the skills that individuals need for success is an integral task of the education economists. The Education Sector Strategy Update (ESSU) also calls for integrating education into a country-wide perspective focusing on how education ties into the macro-economic context. It particularly emphasizes the need for close attention to fiscal policies and decentralization policies affecting school management and finance.

In this regard the education

sector specifically seeks to answer the following questions in a country's public expenditure analysis:

- How much is spent on education and what is the share of the government's expenditure?
- How do governments finance the education sector and what do they finance?
- Is there equitable distribution of the public resources?
- Is the public getting its money's worth?
- Is the spending adequate and sustainable?

## Secondary Education Budgetary Allocations for 2001 to 2004: Zimbabwe



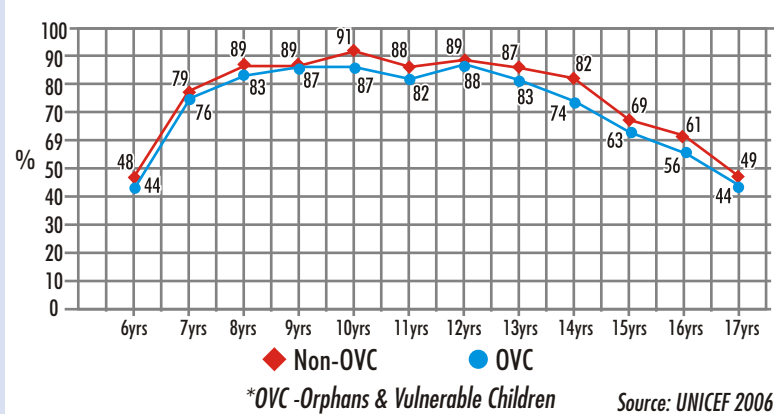
# Can World Bank Education Goals be met?

In many developing countries children are already able to complete a full course of primary education, but in all regions at least a few countries remain off track and unlikely to reach the target of education for all by 2015. Countries that are off track typically need to raise their completion rates by about 10 percentage points to achieve the target. But those that are seriously off track have much farther to go. Unless they accelerate progress, they will not reach the target before 2040, depriving several more generations of the benefits of education.

Literacy rates among young people ages 15-24 are the only widely reported measure of educational outcomes. As more children have entered school and stayed in school longer, the global youth literacy rate has risen from 75 percent in 1970 to 88 percent in 2004. Throughout the developing world literacy

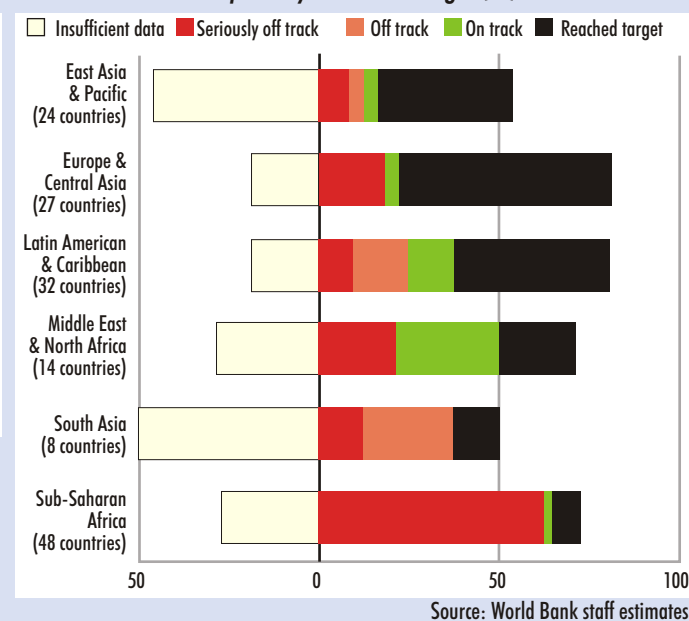
*The World Bank global goal is to ensure that by 2015 children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.*

Percentage children (6-17) attending any level of school, by single age and OVC\* status from 21 districts in Zimbabwe in 2004.



rates are higher among youth than among adults, a sign of progress. Efforts are under way to develop better measures of literacy and more direct measures of the quality of educational outcomes.

Share of countries on track to achieve the primary education target (%)



## Continued from Page 1

Director of Human Development in the World Bank's East Asia and the Pacific Department.

One study attributes more than 40 percent of the higher growth in East Asia over Latin America in 1965-1990 to progressive policies on macro-economics, trade, education, healthcare, and vocational training, and the faster growth of its working-age population. Countries that miss this demographic window will find themselves lagging increasingly further behind in the global economy.

The report says that most policymakers know that their young people will greatly influence their national social and economic fortunes, but nonetheless face acute dilemmas in how to invest more effectively in their youth. The World Development Report identifies three strategic policies that may enhance investment in young people: (1) Expanding opportunities, (2) improving capabilities, and (3) offering second chances for young people who have fallen behind due to difficult circumstances or poor choices. These address five fundamental transitions facing young people and affecting their whole economic, social and family life, namely getting an education, finding work, staying healthy, forming families, and exercising citizenship.

**Opportunities:** With broadened opportunities for better education and healthcare, young people can acquire the life skills to navigate adolescence and young adulthood safely, while improved vocational training will help them compete in the workforce. Youth political participation and involvement in social organizations is also essential for fostering young people's civic life in their own communities and also vital for good governance.

Without opportunities for productive civic engagement,

# Record Youth Population needs Urgent Investment

young people's frustrations may boil over into economic and social tensions, creating long-simmering disputes. For example, the ongoing ethnic conflict in Sri Lanka between Sinhalese and Tamils was initially caused by the frustration of Tamil students shut out of university places and denied other avenues for civic involvement.

**Capabilities:** Providing information to young people and developing their decision-making skills, especially to stay healthy and appreciate continued learning, is important. Armed with the right information and incentives, these young people can make good decisions.

Analysis of India's Better Life Options program, which provides information on reproductive and health services and vocational training to young females aged 12-20 in urban slums and rural areas, shows that youth in the program were significantly more involved in key life decisions than those who were not.

**Second chances:** Countries need targeted programs for young people who have fallen behind due to difficult circumstances or poor choices. These can be dropping out of school, drug addiction, criminal behavior, or prolonged unemployment. Second chances help young people rebuild their future, which has a long-term beneficial effect on society as a whole. Rehabilitation is costly, but the payoffs are highest for young people who still have a lifetime of potential productivity ahead of them.

The report says that 300,000 young people under the age

of 18 have recently been involved in armed conflict, and another 500,000 have been recruited into military or paramilitary forces. Experience with demobilization and rehabilitation programs shows that young combatants can reconstruct their lives with job training and also medical and psychological support.

While many of these issues may not be solved easily, developing countries and their young people alike can take heart from dozens of examples where youth, supported by enlightened policies and public institutions, have not only coped but flourished.

"Young people today have more education, experience greater political openness, and have increased contact with the outside world through television, the internet, and migration than any of their predecessors, and this can ease their transition into being the law-abiding, engaged citizens of tomorrow" says Mamta Murthi, co-author of the World Development Report 2007, and a Lead Economist in the World Bank's Europe and Central Asia Department.

Murthi says that channeling their knowledge and natural creativity can stimulate economic growth, and produce long-lasting beneficial effects which will have repercussions far beyond their generation. Put simply, they will influence the outcomes of the global fight against poverty over the next 40-50 years.

The report and related material will be available to the public online by 2007 at [www.worldbank.org/wdr2007](http://www.worldbank.org/wdr2007)



# Africa Education Initiative (AEI)

**The Africa Education Initiative (AEI), announced by President Bush in June 2002, increases access to quality basic educational opportunities in Africa. AEI activities help improve primary education by providing teacher training, textbooks and other learning materials, support for community involvement, and scholarships to girls**

Primary school enrollments in African countries are among the lowest in the world. Education in most of Africa is adversely affected by limited funds and lack of adequate numbers of teachers, classrooms, and learning materials. President Bush's Africa Education Initiative (AEI) is a \$600 million multi-year initiative that focuses on increasing access to quality basic education in Africa through scholarships, textbooks, and teacher training programs.

## Ambassadors Girls' Scholarship Program

In Africa, girls account for 55 percent of the approximately 40 million primary school-aged children who are not enrolled in school. AEI is working to bridge this gender gap by providing 550,000 scholarships by 2010 to African girls at the primary and secondary levels, so that they can grow up to play positive roles in the education, political, and economic sectors of their countries. Support may include tuition, books, uniforms, and other essentials needed to ensure continued access to education. Scholarship recipients also benefit from mentoring activities that promote self-development and provide positive role models.



Students in Senegal reading from new textbooks.  
Credit: R. Nyberg, USAID/Senegal.

## Textbooks and Learning Materials

The AEI textbook program will address the shortage of learning materials in many African countries. In partnership with African institutions and American minority serving institutions, AEI will develop and distribute 15 million textbooks and related learning and teaching materials. This program emphasizes relevant content, institutional capacity building, and the long-term sustainability of the partnerships between African institutions and American counterparts.

## Teacher Training

The pursuit of universal access to education places enormous stress on already burdened education systems in Africa. Recruiting, training, and supporting enough teachers to provide quality learning can be particularly challenging. To meet this challenge, AEI is developing, promoting, and expanding innovative methods for training more than 920,000 teachers and administrators to improve the quality of learning for millions of African children.

Working through USAID mission education programs, the International Foundation for Education and Self-Help, and African and international nongovernmental organizations, teachers upgrade their skills through pre-service and in-service training programs.

AEI supports a focus on HIV/AIDS mitigation and

prevention and increases the capacity of African education systems to manage the impacts of HIV/AIDS on teachers and students. Many of the scholarship and teacher training programs include HIV/AIDS prevention and life skills curricula.

The initiative also increases parent and community involvement in children's education through such activities as sponsoring reading programs and strengthening parent associations. This will help schools and school systems become more transparent and responsive to the needs of civil society.

Under the second phase of AEI, which will begin in fiscal year 2007, new components will be added including

outreach to marginalized populations such as orphans and vulnerable children and out-of-school youth; construction and rehabilitation of schools; and use of technologies including information technologies and interactive radio instruction. Over the life of AEI (2002-2010), 80 million African children will benefit.

To implement AEI, USAID works closely with African ministries of education and higher education institutions, local and

international NGOs, and the private sector. AEI also seeks to strengthen and extend development partnerships between the United States and Africa by actively engaging African leaders and educators, the international development community, and U.S. interest groups.



## AEI Offers Multifaceted Solutions to Malawi's Teaching Crisis

The Government of Malawi's 1994 Free Education for All policy led to a dramatic expansion in primary school enrollment, which jumped from 1.9 million to 2.8 million pupils. This aggravated Malawi's existing shortage of trained and qualified teachers, as well as the widespread lack of learning materials, classroom space, and classroom furniture. Very few primary school teachers have had formal education in primary school teaching methods; only 14 percent of Malawi's 46,000 teachers have a bachelor's degree in education. Currently, Malawi does not have the institutional capacity to provide the degree training associated with primary school teaching. Malawi thus needs a practical way to train new primary school teachers, as well as to further the professional development of experienced primary school teachers.

In response, AEI created a "smart classroom" at Mzuzu University to enable it to become a hub for distance teacher education. The "smart classroom" will also allow the university's educational research programs to become sustainable. Stronger research programs (which the "smart classroom" will facilitate) should lead to an ethic of education program evaluation and build continuous policy assessment and program improvement into Malawi's public education system. AEI has also developed new social studies materials for grades 5-8 that will target 16,000 teachers. The materials include an activity-based teachers' orientation manual, created at an expert panel workshop, that focuses on issues such as HIV/AIDS awareness, democracy and human rights, gender rights, and drug and substance abuse. Moreover, the manual discusses participatory methods of teaching, lists teaching and learning resources, and describes assessment procedures. In this way, AEI is improving teaching methodologies and curriculum by developing and helping to implement hands-on, interactive approaches to teaching critical contemporary issues.

Source: [www.usaid.gov](http://www.usaid.gov)

# African students the most mobile in the world

Amy Otchet, UNESCO Institute for Statistics.

Tertiary students from sub-Saharan Africa are the most mobile in the world, with one out of every 16 or 5.6% - studying abroad, according to a report from the UNESCO Institute for Statistics (UIS). At the other end of the scale, only one out of every 250 North American students (0.4%) studies overseas, making this group the least mobile. The Global Education Digest 2006 presents the latest education statistics from primary to tertiary levels in more than 200 countries. It also tracks the flows of foreign or mobile students. Mobile students are defined as those who study in foreign countries where they are not permanent residents.

Between 1999 and 2004, the number of mobile students worldwide surged by 41% from 1.75 to 2.5 million, according to the Digest. This does not mean that more students are travelling. Rather it reflects the rapid expansion of higher education overall, with tertiary enrolments also increasing by about 40% during the same period.

"What this report shows is that the real dynamic in tertiary education is coming from African, Arab and Chinese students. They are the driving force behind the internationalization of higher education," says Hendrik van der Pol, UIS Director.

China sends the greatest number of students abroad - 14% of the global total primarily to the United States, Japan and

the United Kingdom. This has dramatically changed the global distribution of mobile students. In 1999, East Asia sent about as many students abroad as Western Europe. Just four years later, students from the region outnumber those from Western Europe by a third.

In relative terms though, sub-Saharan African students are still the most mobile in the world. Several countries in the region have as many or more students abroad than at home. Most have no choice but to go abroad because of limited access to domestic universities or the poor quality of instruction.

Yet these students are rarely counted in

out of more than 100 countries. It also lists the top five destinations for students from each country and region.

For sub-Saharan Africa for example, the top destination is Western Europe. Students mainly go to France (21%), the United Kingdom (12%) and to a lesser extent Germany (6%) and Portugal (5%).

Six countries host 67% of the world's mobile students: 23% study in the United States, followed by the United Kingdom (12%), Germany (11%), France (10%), Australia (7%) and Japan (5%).

The Arab States have seen a steady rise in student mobility over the past five years and now accounts for 7% of the global total. In Djibouti, for example, there are three students abroad for every two at home. Mauritania, Morocco and Qatar also have high ratios of students abroad.

The most popular destination for this region is France (43%), followed by the United States (10%) and Germany (9%).

Western Europe sends about 407,000 students abroad or 17% of the global total. Most are from Germany, France, Greece and Italy.

There are as many or more students abroad than at home in Andorra, Cyprus and Luxembourg. Student mobility is also high in Iceland (23%), Ireland (10%), Greece (9%), Malta (8%) and Norway (7%).

The top destination is the United Kingdom, followed by Germany, the United States and France.

Source: UNESCO

## Top African Student Contributors to the United States

	1994-1995	1999-2000	2004-2005
Kenya	2,603	5,684	6,728
Nigeria	2,147	3,602	6,335
Ghana	1,156	2,127	3,114
Zimbabwe	687	1,184	1,699
South Africa	1,919	1,962	1,699

Source: Open Doors

national statistics. For example, in Cape Verde, just 6% of the university-aged population is reportedly enrolled in higher education institutions. But this figure would double if students abroad were taken into account. In Mauritius, the gross enrolment ratio would rise from 17% to almost 24% and from 6% to 11% for Botswana.

To help provide a global perspective on these students, the Digest has developed new indicators to monitor their flows in and



# Education Economics The investment in human capital

**Considered an authority on the economics of education and human capital theory, Dr. George Psacharopoulos has taught at the London School of Economics and the University of Athens, and has served at the World Bank managing education research.**

*"A man educated at the expense of much labor and time... may be compared to one... expensive machine... The work which he learns to perform... over and above the usual wages of common labor will replace the whole expense of his education."*

— Adam Smith, 1776

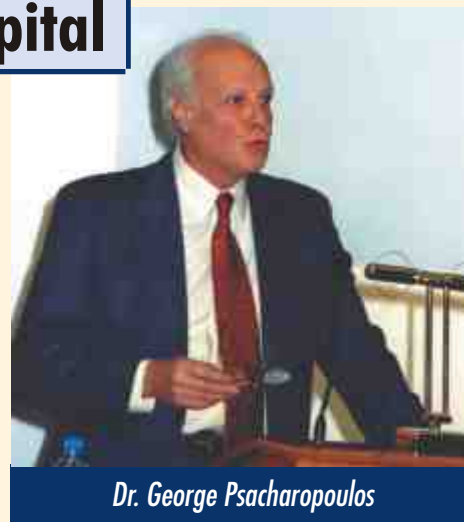
Psacharopoulos often uses the afore mentioned historical statement to illustrate the idea that education as a form of investment contributing to individual and social development is not a novel idea.

The economic importance attributed to investment in education, although highlighted occasionally in the early part of the 20th century, did not become a specific sphere of study until the 1950's. According to Psacharopoulos, who has reviewed studies on the social and individual benefits of edu-

cational spending for more than 30 years, the greatest social benefits come from investment in primary education, while for the individual, income is enhanced with every year of extra schooling. "The social returns to education in developing countries are at least as high as any reasonable measure of the opportunity cost of capital", says Psacharopoulos "...investment in people may be more conducive to economic growth than investment in machines."

"Rates of return are highest in primary education, followed by secondary and then university levels. For primary education, unit costs are small relative to the extra lifetime income or productivity associated with literacy."

Studies have shown that the rate of return is higher for women's education than on men's. "Although in all societies



Dr. George Psacharopoulos

the absolute earnings of men are higher, the opportunity cost of study for women is often lower than for men, and furthermore women's education allows them to participate in the first place," he says.

Basic literacy has the ability to lift productivity; in the Japanese cotton spinning industry from 1891 to 1935, education, among other factors, had a large and significant impact on productivity growth (Saxonhouse, 1977). A more recent study finds that a country that achieves literacy scores 1% higher

than the average is steadier, with labour productivity 2.5% higher than other countries, while on average the GDP per capita is 1.5% higher (Coulombe et al, 2004).

The examination of data for twenty-five of the world's largest countries concluded that the spread of technology depended on the learning potentials and motivation that were linked to the development of formal schooling; in other words, that the most likely causal link is from education to economic growth, not the other way around (Easterlin, 1981).

The study of "growth accounting" (Shultz, 1961; Denison 1967) breaks down a country's economic growth into various contributory factors, such as investment in physical capital, growth in the workforce, and investments in human capital. Studies of Kenya and Tanzania in the 1980's show the outcome of education was measured directly by the value of increased output in agricultural production; it was found that the effect of schooling is "substantial". According to one review, four years of education raises agricultural production by 9% from a previous level without education. While the cost of primary education is the lowest, the level of return on investment is highest and more equitable. It is important for the poorest countries to increase primary school coverage, perhaps the safest strategy is to increase primary education coverage for children age six to fourteen.

Psacharopoulos advocates a solid base of literacy and numeracy, with priority given to social/communications skills that are also valued by potential employers (Murnane and Levy, 1996). Many non-market benefits of education, including better decisions around the home, better sanitation, more leisure time and more efficient consumption, though obviously beneficial, they cannot be easily valued in monetary terms. Results from a review of the 'education for all' drive, especially in sub-Saharan Africa corroborate the case for combating child labour, not only to avoid physical harm, but also as a lost investment since working children are less likely to attend school. Other evidence of benefits worth highlighting: a \$170 reduction in per capita police expenditure for an additional year of schooling in the community; parental education has a positive effect on children's educational levels and scholastic achievement; a one-year increase in the average years of schooling of the labor force raises output per worker by 5-15%; a one year increase in the mean years of schooling is associated with a rise in per capita income by 3-6%; societal cohesion improves through increased voting and reduced alienation.

### Higher Education

Psacharopoulos has argued that higher levels of education require less subsidization, as the narrowing numbers produce a regressive distribution of income. The wider social returns also reduce as the individual returns increase, while many higher education graduates are expected to be tomorrow's elites. This is not to discount the value of higher education, but in countries with publicly funded universities and colleges, Psacharopoulos suggests providing funding for a student loan scheme, so that more public funding can be allocated to the lower levels of education. Priority should be given to lower

**Continued opposite**

## ABAZ conference looks at Zimbabwe education system



The American Business Association of Zimbabwe held a Conference on the 5th of October entitled "Just Business". A gathering of guest speakers and participants from the region and around the world, the conference made an effort to identify the causes and propose solutions to the economic crisis in Zimbabwe. Read more about the debate during the ABAZ conference in our next edition of News and Views from the World. —Executive Editor

### "Zim's education system still a source of a skilled work force", says Timba

Zimbabwe's educational infrastructure, which is still considered one of the best in sub-Saharan Africa, risks collapse if the economic meltdown the country is currently experiencing is not resolved, participants to a recent business and economic conference were told.



Jameson Timba, Chairperson of the Association of Independent Schools Trust

Fund (UNICEF), the highest in sub-Saharan Africa.

But the growth of the education infrastructure has not matched the growth in industrial development. As a result, "the country has in the past decade been a net exporter of skilled manpower to the region and the rest of the world," observed Timba.

In fact "the country has continued to produce skilled human power for itself and for export (which) has not necessarily benefited the country in any way" said Timba.

"It is however heartening to note that notwithstanding the brain drain and the fact that Zimbabwe's education system is limping as a result of the weight of the economic crisis, the basic infrastructure is still in place and can therefore be jump-started with appropriate policy and fiscal interventions that would lead to a quick recovery," said Timba.

The objective of the ABAZ conference 2006 was to seek

solutions to "remake Zimbabwe into an attractive investment destination (by creating) a platform for constructive ideas and cooperation by all stakeholders in the Zimbabwean economy"

Participants at the forum suggested that Zimbabwe could leverage its strong education infrastructure for national gain by exporting its education products.

"Zimbabwe can take education to a new level where we can look at it as a commodity that can be imported or exported", argued Florence Sachikonye, a veteran educator.

She added "several countries have done this successfully where education can be exported through students coming in from foreign countries in the region and those institutions will obviously earn foreign currency from that. And through export, government can export labor to benefit the country monetarily".

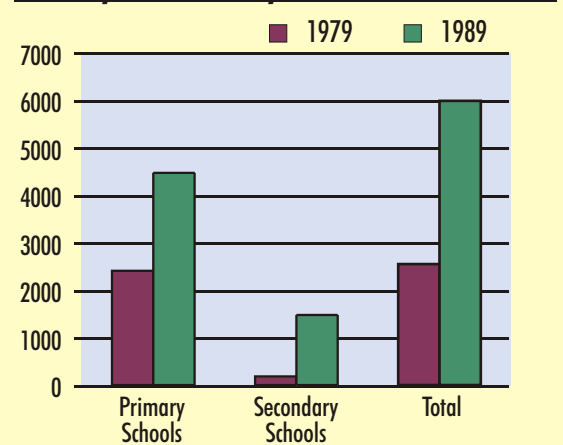
Muchadeyi Masunda concurred arguing that this is something that has always happened in this country well before the economic meltdown started. "People in Zambia used to

send their kids to private schools in Zimbabwe such as Peterhouse and St Georges College and so forth."

"But now what is happening is that a lot of people in Zambia are bypassing Zimbabwe and sending their kids to South Africa and other countries. It is something that we really need to revisit along the ways that you have suggested."

N&V

### Primary & Secondary Schools in Zimbabwe



Source: Kanyongo G, Zimbabwe's public education system reforms: International Education Journal

Presenting a paper entitled "Zimbabwe's education system: a source of a vibrant and skilled workforce?", Jameson Timba, chairperson of the Association of Independent Schools Trust told delegates that "Zimbabwe produced, and can still, produce a skilled workforce." The conference was hosted by the American Business Association of Zimbabwe (ABAZ) in early October.

About 600 delegates representing Zimbabwe's business, academic and diplomatic community attended the conference which was dubbed "Private sector perspectives on the foundations for economic turnaround and investment attractiveness in Zimbabwe."

"The skilled manpower base has been a product of a diversified education system. The basic infrastructure is still in place but there is need for reorganization and funding" noted Timba.

Timba said that Zimbabwe's human capital is the most sought after in the world. The country diligently pursued a "growth with equity" policy for much of the first decade since independence in 1980. The goal was to extend education to previously disadvantaged communities including the black majority. As a result, scores of schools were built and the training of thousands of teachers speeded up (see table to right).

### Current education infrastructure in Zimbabwe

The investment in education produced phenomenal growth from 1979 -1989. For example, enrolment in primary education grew by 178% from 819,586 to 2,274,178 and enrolment in secondary education grew by 951% from 66,215 to 695,882. By 2000 Zimbabwe had achieved an adult literacy rate of 93%, according to the UN Children's





# History of EDUCATION in United States

The first American schools opened during the colonial era. As the colonies began to develop, many began to institute mandatory education schemes. In 1642 the Massachusetts Bay Colony made "proper" education compulsory. Similar statutes were adopted in other colonies in the 1640s and 1650s. Virtually all of the schools opened as a result were private. The nation's first institution of higher learning, Harvard University, opened in 1636. Churches established most early universities in order to train ministers. Most of the universities which opened between 1640 and 1750 form the contemporary Ivy League, including Harvard, Yale, Columbia, Brown, the University of Pennsylvania, and several others. After the American Revolution, the new national government passed the Land Ordinance of 1785, which set aside a portion of every township in the unincorporated territories of the United States for use in education. The provisions of the law remained unchanged until the Homestead Act of 1862. After the Revolution, a heavy emphasis was put on education which made the US have one of the highest literacy rates at the time.

The school system remained largely private and unorganized until the 1840s. Upon becoming the secretary of education in Massachusetts in 1837, education reformer Horace Mann helped to create a statewide system of "common-schools", which referred to the belief that everyone was entitled to the same content in education. These early efforts focused primarily on elementary education.

The common-school movement began to catch on. Connecticut adopted a similar sys-

tem in 1849, and Massachusetts passed a compulsory attendance law in 1852. By 1900, however, 31 states required 8 to 14 year-olds to attend school. As a result, by 1910 72 percent of American children attended school and half of the nation's children attended one-room schools. In 1918, every state required students to at least complete elementary school. Lessons consisted of students reading aloud from their texts such as the McGuffey Readers, and emphasis was placed on rote memoriza-



This perfectly preserved 200 year old school house still stands in St. Augustine, Florida.

tion. Teachers often used physical punishments, such as hitting students on the knuckles with birch switches, for incorrect answers. Because the public schools focused on assimilation, many immigrants, who resisted Americanization, sent their children to private religious schools. Many of these were Roman Catholics. Though the new private schools met opposition, in 1925 the Supreme Court ruled in *Pierce v. Society of Sisters* that students could attend private schools to comply with



Police lead a group of African-American school children off to jail following their arrest for protesting against racial discrimination in Birmingham, Alabama, May 4, 1963. AP/ BILL HUDSON

compulsory education laws.

Secondary education progressed much more slowly, remaining the province of the affluent and domain of private tutors. In 1870 only 2 percent of 14 to 17-year-olds graduated from high school. The number rose to 10 percent by 1900, but most were from wealthy families. The introduction of strict child labor laws and growing acceptance of higher education in general in the early 20th century caused the number of high schools and graduates to skyrocket. Most states passed laws which increased the age for compulsory attendance to 16.

## Higher education

At the beginning of the 20th century, fewer than 1,000 colleges with 160,000 students existed in the United States. Explosive growth in the number of colleges occurred at the end of the 1800s and early twentieth century. Philanthropists endowed many of these institutions. Leland Stanford, one of The Big Four, for example, established Stanford University in 1891.

Many American public universities came about because of the Morrill Land-Grant Colleges Acts of 1862 and 1890. During the rapid westward expansion of the United States during the 19th century, the federal government took control of huge amounts of so-called "empty" land (often after forcing the previous Native American residents into reservations). Under the Morrill Acts, the federal government offered to give 30,000 acres (121 km<sup>2</sup>) of federal land to each state on the condition that they used the land (or proceeds from its sale) to establish universities. The resulting schools are often referred to as land-grant colleges. Founded in

1855, Michigan State University is the pioneer land-grant institution. Other well-known land-grant universities include Pennsylvania State University, The Ohio

## U.S. STANDARD EDUCATIONAL PATTERN

Level/Grade	Typical age
<b>Preschool</b>	
Various optional, yet recommended programs such as	
Head Start	Under 5
<b>Elementary School</b>	
Kindergarten	5-6
1st Grade	6-7
2nd Grade	7-8
3rd Grade	8-9
4th Grade	9-10
5th Grade	10-11
<b>Middle school</b>	
6th Grade	11-12
7th Grade	12-13
8th Grade	13-14
<b>High school</b>	
9th Grade (Freshman year)	14-15
10th Grade (Sophomore year)	15-16
11th Grade (Junior year)	16-17
12th Grade (Senior year)	17-18
<b>Post-secondary education</b>	
<b>Tertiary education</b>	
(College or University)	ages vary
(Four year courses: Freshman, Sophomore, Junior and Senior years)	
Vocational education	ages vary
<b>Postgraduate education</b>	
<b>Adult education</b>	

State University and the University of California system. Two states, New York and Massachusetts, designated private universities as their land-grant institutions (Cornell University and the Massachusetts Institute of Technology).

Following World War II, the GI Bill paid for the college education of many former service men, and helped to create a widespread belief in the necessity of college education and damaging the belief that higher education was only for the wealthy. As such, attendance at institutions of higher learning has grown ever since.

## Segregation and inequality

For much of its history, education in the United States was segregated (or even only available) based upon race. For the most part, African Americans received very little to no education before the Civil War. In the south where slavery was legal, many states enacted laws which made it a crime for blacks to even be able to read, much less attend school alongside white classmates. After the Civil War and emancipation, blacks still received little help from the states themselves. The federal government, under the Radical Republicans, set up the Freedman's Bureau to help educate and protect former slaves and passed several civil rights bills, but neither survived the end of Reconstruction in 1877.

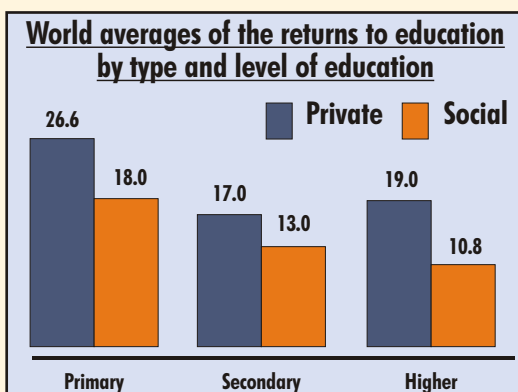
After the end of Reconstruction, many southern states began to enact so-called Jim Crow laws which mandated racial segregation between blacks and whites. The Supreme Court case of *Plessy v. Ferguson* of 1896 legalized the segregation of races as long as each race enjoyed parity in quality of education (the "separate but equal" principle). However, very few black students actually received equal education, often with low funding, outmoded or dilapidated facilities, and deficient textbooks (often ones previously used in white schools).

## Continued from page 4

socioeconomic students for secondary schooling in industrial countries, or primary education in developing countries.

Psacharopoulos highlights that the United States accounts for more than half of the top 100 universities in the world. Since most universities in the United States are privatized, the student has more leverage over services in universities by virtue of directly financing the institution. Public sector institutions can continue to operate despite poor staff or services; however, a private university as with any market related business would soon close if it failed to remain competitive. Often the private institutions can offer the best salaries to professors, cutting edge facilities and equipment, attracting the most discerning students. Some public universities in Europe are equated with nationalized industries that are deteriorating in other economic sectors. Psacharopoulos is quick to dispel the myth that private higher learning centres are not equitable and marginalize less fortunate citizens. Even in 'free' higher education, the cost of state subsidies is borne by all citizens, through general taxation, and incidental costs can amount to as much as 20 percent of lower income families' expenses.

"Student loans are equitable, because it is those who benefit who will ultimately pay. They are also efficient, in the sense that students may make wiser choices on the subjects they study and, certainly, will graduate faster," says Psacharopoulos.



"It is established beyond any reasonable doubt that there are tangible and measurable returns to investment in education, such evidence is not as consistent and forthcoming in the macro literature (see, for example, Pritchett, 2001; for a different perspective, see Krueger & Lindahl, 1998; Psacharopoulos, 2000).

"More research on the social benefits of schooling is needed. For developing countries, there is a need for more evidence on the impact of education on earnings... There are more opportunities today for this type of research. Moreover, this research needs to be used to create programs that promote more investment and reform financing mechanisms," concludes Psacharopoulos.

## The many aspects of the value of education were recently documented at a Teachers' College (2005) symposium on the social costs of inadequate education, these were among the highlights.

- A high school dropout earns about \$260,000 less over a lifetime than a high school graduate and pays about \$60,000 less in taxes.
- The United States loses \$192 billion (1.6% of GDP) in combined income and tax revenue losses with each cohort of 18-year-olds who never complete high school. Increasing the educational attainment of that cohort by one year would recoup nearly half those losses.
- Health-related losses for the estimated 600,000 high school dropouts in 2004 totaled at least \$58 billion, or nearly \$100,000 per student.
- High school dropouts have a life expectancy that is 9.2 years shorter than high school graduates.
- Increasing the high school completion rate by just 1 percent for all men ages 20-60 would save the U.S. up to \$1.4 billion per year in reduced costs from crime.
- The economic benefits of preschool programs could be as high as \$7 for each dollar invested.
- College graduates are three times more likely to vote than Americans without a high school degree.

© Sources: Psacharopoulos; Education and Development-World Bank/Oxford Journals; Returns to Investment in Education: A Further Update-Taylor & Francis Ltd; The Value of Investment in Education: Theory Evidence and Policy-The Journal of Education Finance; CESifo DICE Report

Continued on page 8



***"Education is a social process. Education is growth. Education is, not a preparation for life; education is life itself." — John Dewey***



## An Influential Reformer in US Education

John Dewey (October 20, 1859–June 1, 1952) was an American philosopher, psychologist, and educational reformer, whose thought has been greatly influential in the United States and around the world. He is recognized as one of the founders of the philosophical school of Pragmatism (along with Charles Sanders Peirce and William James), the father of functional psychology, and a leading representative of the progressive movement in U.S. education during the first half of the 20th century. He was also a contributing editor of the *Encyclopaedia for Unified Science*, a project of the logical empiricists organized by Otto Neurath.

Dewey was born in Burlington, Vermont of modest family origins. He received his PhD from the Krieger School of Arts & Sciences at Johns Hopkins University in 1884. From 1904, he was professor of philosophy at Columbia University. Dewey's most significant writings were "The Reflex Arc Concept in Psychology" (1896), a critique of a standard psychological concept and the basis of all his further work; *Human Nature and Conduct* (1922), a study of the role of habit in human behavior; *The Public and its Problems* (1927), a defense of democracy written in response to Walter Lippmann's *The Phantom Public* (1925); *Experience and Nature* (1929), Dewey's most "metaphysical" statement; *Art as Experience* (1934), Dewey's major work on aesthetics; *A Common Faith* (1934), a humanistic study of religion; *Logic: The Theory of Inquiry* (1938), an examination of Dewey's unusual conception of logic; and *Freedom and Culture* (1939), a political work examining the roots of fascism. While each of these works focuses upon one particular philosophical theme, Dewey wove in all of his major themes into everything he wrote. (Source: wikipedia.org)

## Protecting Academic Freedom Worldwide

***The Network for Education and Academic Rights mobilizes transglobal academic communities to exert pressure on repressive regimes.***

By John Akker

In many parts of the world, being a college or university academic or student is not a safe thing to be. The same holds true for elementary and secondary school teachers and, increasingly, for students. This is the reality of life in the first part of the twenty-first century. The chilling fact is that killings, imprisonment, abuse, and harassment for those in education are on the increase and becoming a way of life in many countries.

This disturbing trend was the reason behind the founding last year of the Network for Education and Academic Rights (NEAR). Inspired by a meeting called by the United Nations Educational, Scientific, and Cultural Organization (UNESCO), NEAR was launched to aid the rapid transfer of information on a global basis. It alerts those able to take action when they need to protest to governments and international agencies. It helps to bring home to the leaders in the countries with the worst records that the international community is closely watching their actions.

The case of Saad Eddin Ibrahim, professor of sociology at the American University in Cairo, is just one example. He was sentenced to seven years in jail with hard labor because of the government's displeasure with his research results. Six of his colleagues received terms ranging from two to five years.

As director of the Ibn Khaldun Center for Developmental Research, Ibrahim was charged with embezzling European Union (EU) funds awarded for a project to promote voter awareness among Egyptian women. The EU insisted that it had no grounds for believing its funds had been misused and, together with European governments, made direct statements to the Egyptian authorities stating that the charge was mistaken. Ibrahim's "crime," according to the prosecution lawyer, was that his research led to suggestions that elections in Egypt were unfair. The organization Human Rights Watch reported that the trial of Ibrahim, who holds dual U.S.-Egyptian citizenship, contravened international standards. The appeal against the sentences of Ibrahim and his colleagues was held in early February. After human rights organizations, including NEAR, made considerable

representations, the appeals court ordered a retrial. The case is likely to be heard later this year.

It is sad but true that news about threats to universities often does not hit the headlines. How many in the worldwide academic community heard that nineteen students were killed in Ethiopia last year after protesting the strong police presence on their campus? Amnesty International reported that security forces used excessive force against other demonstrators as well.

In addition, two Ethiopian academics who addressed students in a university seminar about academic freedom were imprisoned. Mesfin Woldermariam and Berhanu Mega were released only after a sustained campaign. NEAR arranged for the British ambassador in Addis Ababa to visit Woldermariam in prison. I had the pleasure

of speaking to him on his recent visit to London. He and Mega, who still face a trial, are very brave men. But the truth is that they spoke in the same way that any academic would have done about the importance of freedom of expression and the pursuit of knowledge. Yet their continuing freedom is now at stake.

In recent years, whole university systems have come under threat. Such was the case in Serbia, where under pressure from former president Slobodan Milosevic, the parliament passed laws depriving faculty members of their long-

standing right to participate in the selection of rectors, faculty deans, and governing boards and effectively canceled the contracts of all professors and other teaching staff. Countless lecturers and professors were later sacked, and numerous politicians joined the governing bodies of the University of Belgrade.

As well as these large-scale occurrences, there are countless situations in which individuals are detained while trying to leave their country, held by police, or dismissed from their posts for expressing views opposing the ruling party. One academic was detained recently leaving a Middle Eastern country. He faced imprisonment for having criticized the country's human rights record at an international conference. Other cases have occurred in Indonesia, Burma, Malaysia, Belarus, Uzbekistan, Zimbabwe, Brazil, and Burundi and those are just a small range of countries in which people in education have been at risk. Many other professions face the same threat from totalitarian regimes. Universities, however, are often at the forefront of any human rights conflict which is as it should

be if basic educational values are to be upheld.

So how is NEAR organized? It is funded by UNESCO, with other grants being sought worldwide, and its raison d'être is to assist groups like the AAUP that already promote educational rights. NEAR works vigorously to improve information transfer among those best able to take action, with member organizations posting alerts and other information on the NEAR Web site, which is now under construction. Through the opportunities provided by the Internet and other communications technologies, the network develops links with nongovernmental organizations, trade unions, professional bodies, decision makers, educators, and the public, making information vital to defending free expression available and accessible.

Founding members of NEAR were the American Association for the Advancement of Science, the Association of University Teachers, the Council for Assisting Refugee Academics (CARA), the Council for the Development of Social Science Research in Africa, Education International, Human Rights Watch, and the Scholars at Risk Network. Representatives from over forty organizations, including the AAUP, attended the launch of NEAR last June. Located next to CARA in London, NEAR will be building its list of member organizations throughout the world. Links with Africa, Asia, and South America will be a vital part of the network's development plan.

The network already has close ties with the International Freedom of Expression Exchange (IFEX). Formed in 1992, IFEX has transformed the global exchange of information about abuses against the rights of journalists. It now has more than fifty member organizations throughout the world, and its Web site <www.ifex.org> receives more than 60,000 "hits" a week. The alert system it deploys brings together a worldwide group of interested and concerned organizations that can quickly bring pressure on governments and international bodies.

The United Nations' human rights commissioner, Mary Robinson, stated last year that universities, colleges, and schools have a vital role to play in the development of human rights. NEAR will be working to make certain that such rights are upheld. The contribution that you, as a member of the AAUP, make to advancing knowledge and scholarship is held in the highest esteem throughout the world. The research and teaching that are undertaken in your country are the envy of every university system that I have ever known. I seek your help, knowing the values that you hold dear to your heart.

Right now, an international campaign is under way to continue pressuring Egypt in the case of Saad Eddin Ibrahim. University teacher and human rights organizations have made many representations already. We ask that you regularly review the NEAR Web site for details about what you can do to assist this campaign and others throughout the world.

John Akker is executive director of the Network for Education and Academic Rights (NEAR). For additional information about NEAR, visit its Web site <www.nearinternational.org> or send an e-mail message to <near@jakker.fsnet.co.uk>.



***Professor Saad Eddin Ibrahim was convicted for a second time of several charges including tarnishing Egypt's image and was sentenced to seven years in prison in July this year.***



# Zim Student Enriched by Liberal Arts Education

**Tafadzwa Muzhandu attended Marondera and Zengeza I High Schools in Zimbabwe, was a participant in the US Embassy's United States Student Achievers Program and earned an economics degree from Mount Holyoke College. She has returned to Zimbabwe to work in the area of international education and development, and relates her experience.**

The US department of labor claims that 80% of children attending pre-school today will eventually enter jobs that do not exist. A significant proportion of today's workers will become redundant as new jobs and professions will replace theirs in the next generation. The ever-changing career environment means that one must have transferable skills as well as be able adapt easily to change. It is crucial to pursue an education that equips you with life skills that can be utilised in any part of the world.

As a Zimbabwean graduate of an American liberal arts college, I feel that I have been well prepared to survive in the ever-changing global working environment. The broad education I received enables me to learn new skills and succeed in different settings. The most important attribute I acquired during my four years at

Mount Holyoke College in Massachusetts is learning how to learn. I have stopped seeing problems as one dimensional, neither do I see problems as requiring only one fixed solution. Education at a liberal arts college goes beyond the mere accumulation of facts. Learning at liberal arts institutions is a process that takes place in and out of the classroom, with professors and students contributing to the process. It equips you with the ability to solve challenging problems using fact, but most importantly, you are trained to design your own solutions in an innovative and original way.

The diversity of classes, majors and student backgrounds adds to the experience of the liberal arts set up. I remember one class in particular—Food and Famine in Africa—where there were 15 students and none were pursuing the same major or were from the same country or state. The diversity of backgrounds made this class one of the most exciting and challenging because everyone was contributing something different to the learning process. A group presentation would always be multidimensional because science students would bring a different perspective than humanities majors, and someone from a different geographical background would always help you better understand their point of view.

Liberal arts education emphasises leadership and free and critical thinking. The professor is not the only voice of reason in the classroom. Students are encouraged to express themselves, contributing just as much to the learning process as the professor in some cases. I was constantly on my toes searching for information that I knew my friends would not know, because there is so much pressure to be different, and bring something new and useful to class. This kind of independent learning boosted my self-esteem, and I always felt valued as a member of the academic community.

As a liberal arts student, I was forced to take classes in the sciences and humanities even though my degree major was eco-

nomics. I believe learning a diversity of subjects has made me a well-rounded person, who can critically examine world problems and come up with varying solutions using my experience in science and humanities classes as well as my social scientific economics perspective. I always find it difficult to explain to my Zimbabwean friends the benefits of liberal arts education. They believe one should be trained for a specific career to become, say a doctor or a lawyer and nothing more. What they do not appreciate is that liberal arts makes one a truly educated and ultimately better doctor or lawyer. An engineer who can discuss Van Gogh at lunch, speak more than one language and subscribes to The Economist would make a better engineer than someone who has narrow training in her field only. The well-rounded engineer can only be a product of a liberal arts



*Tafadzwa spent time teaching in Nepal before returning home to Zimbabwe*

education.

Another aspect of a small liberal arts American college I benefited from is the small teacher-student ratio, which enables students and teachers to have meaningful academic dialogue and relationships. The benefits of a small school became clear to me during my year as an exchange student at Sussex, in England. At Mount Holyoke College (MHC), I could discuss a paper over lunch or coffee with my professor, whereas at Sussex I would have been lucky even to see a professor after class, merely because of the large size of the university. At Sussex an external board marked my final exams and dissertation and I never had an opportunity to review my strengths and weaknesses in any of my work. At

MHC, feedback from professors is the norm, and students are expected to discuss or contest grades. I found myself involved more in my education at MHC than I did at Sussex, a difference that I attribute to the size and nature of the schools.

When interacting with friends, who have attended Zimbabwean universities, I can tell they did not have close relationships with their professors. Professors at MHC were not only concerned about my academic standing, but also my social and personal growth. They would point me towards the right internship and job opportunities. It is also easier for me to get recommendation letters for graduate schools or jobs because my professors also became my mentors and are familiar with my goals, an advantage that I have over my friends who never got a chance to build relations with their lecturers.

Last week I was having a conversation with a Zimbabwean friend and announced that I was taking Ndebele lessons. She

looked at me with disbelief and asked why on earth I was doing that. She asked me if I was dating someone from Matebeleland or if I had a job offer that required me to learn the language. This conversation was interesting because for me it was eye-opening with regards to how differently I viewed things than my friends who attended University here in Zimbabwe. Whereas I believe learning a new language enhances personal growth and will make me a desirable employee or employer, my friend believes it is a waste of money and time, which I could invest in doing something more profitable. I find myself wanting to take notes at dinner meetings or lunches, because I want to

find out what I can learn from those around me, and she thinks it's preposterous.

She believes in only learning those things that will bring monetary reward, and community service and volunteerism are definitely not on her to-do-list. Liberal arts education emphasizes giving back, being well rounded and always seeking to improve one's understanding of certain issues, and this can be done through learning a new language or taking a course "not related", to your career. I now believe that I am educated to appreciate that the intrinsic value of education is not only monetary, but also determines the extent to which you will become a contributing and involved citizen. This includes wanting to vote, wanting to understand how local authorities work, and not wanting to be "boxed", concepts on which my Zimbabwean friends and I do not agree.

As a result of my liberal arts education, broad as it may have been, I am a well-rounded, culturally competent individual who strives to embrace change and difference when many people fight to resist them. I can attend church on a Sunday, spend Monday night discussing the Koran with a Muslim friend, and visit an art gallery and museum on Wednesday night. The best description of what kind of a person I have become comes from my mother in Chitungwiza: "My daughter has a degree in economics, but she has an opinion about everything. She thinks she can make a difference". Yes, so much fascinates me, but that does mean I have no focus. I am just able to look at economics as a subject that is intertwined with art, politics, biology, religion and many other subjects.

## The Liberal Arts Philosophy

Liberal arts is a shortened form of the term "liberal arts and sciences," and the liberal arts philosophy is a unique feature of the U.S. higher education system. U.S. undergraduate education is based on this concept, which believes in providing a well-rounded academic education that develops the student's verbal, written, and reasoning skills. Students at a liberal arts college, or at a university with a strong liberal arts program, begin their degree study by taking classes in a wide variety of courses in the arts, humanities, languages, and the social and physical sciences. They then choose a subject in which to specialize (called a major) and take about 25 to 50 percent of their classes in the major area. Even those who do not follow a liberal arts program and instead plan to major in a specialized subject like engineering are usually required to take about 25 percent of their classes in humanities and social sciences to complement their studies. Similarly, a student who wants to complete a major in history is required to take some classes in mathematics and, possibly, the sciences.

*Continued from Page 1*

## Zimbabweans earn U.S.\$7 million in scholarships

provide the scholarships, the U.S. Embassy pays for all application, standardized test and postage fees. This year, individuals and private companies including Air Zimbabwe, Standard Chartered Bank and the Reserve Bank of Zimbabwe donated plane tickets and money to cover other expenses.

Each year in May, USAP selects 32 students from high schools throughout Zimbabwe to participate in the program. Annually, more than 400 top "A" level students complete the extensive application process. The selection criteria include academic excellence, demonstrated leadership potential, economic disadvantage and an ethos of giving back to the community.

"The USAP students have the potential to be the future generation of Zimbabwean leaders in their various academic and professional sectors," says Rebecca Zeigler Mano, U.S. Embassy Educational Advisor.

"Over the last six and a half years, USAP students have excelled academically and many have worked as teaching assistants or in academic research, especially in mathematical, economic and scientific fields. Socially they have been engaged in

and have spearheaded a wide variety of initiatives—clubs, sports, music and dance troupes, community service and leadership activities on campus, in their surrounding communities, and most crucially back home in Zimbabwe."

The USAP program was established in Zimbabwe by Zeigler Mano in 1999 and has been highly recognized for its innovation with several international education awards. The program has been replicated by educational advising centers around the world, with Bangladesh, Brazil, Bulgaria, Colombia, Latvia, Madagascar, Malawi, Mongolia, Nigeria, Romania, South Africa, Uganda, and United Kingdom being the first 12 countries to clone the program. *For more info go to: [www.usapglobal.org](http://www.usapglobal.org)*

**Through its Educational Advising Center, the U.S. Embassy provides support and advice for all Zimbabwean students interested in higher education opportunities in the U.S. The center, located on the 7th floor, Goldbridge of Eastgate Building, offers free seminars on study in the United States on the first and third Wednesday of each month at 3pm.**



## Promoting Higher Learning, Achieving Global Understanding

## If you want to study in the U.S...

By Rebecca Zeigler Mano, Educational Advisor

With over 4000 accredited institutions of higher education, the United States is the clear international leader for university study. There are schools of 500 and schools of 50,000, schools in rural farming areas and schools in the midst of America's largest cities, schools that focus on a limited range of academic areas and those which offer the full gamut of study options. Trying to determine how to select which colleges and universities might be right and how to complete the application requirements seems an overwhelming process for a student. Despite the challenging environment in Zimbabwe and the demanding requirements of the US application process, there are currently over 1700 Zimbabwean students studying in the United States, the majority of them receiving partial or full financial assistance from the schools they attend.

American undergraduate education is best known for its liberal arts and sciences philosophy, which promotes learning for life over specific career track training and allows students the opportunity to take a wide variety of courses before settling on their degree major. US graduate study is focused on one department of a university and offers a high level of technical, laboratory and library resources.

EducationUSA is a global network of more than 450 advising centers in 150 countries, supported by the Bureau of Educational and Cultural Affairs at the US Department of State. EducationUSA centers actively promote United States higher education by offering accurate, comprehensive, objective and timely information about educational opportunities in the United States and guidance to qualified individuals on how best to access these opportunities.

The United States Embassy offers a comprehensive US EducationUSA Advising Center for all prospective students in Zimbabwe interested in pursuing Bachelors, Masters or Doctorate level study in the USA. The center, located in the Embassy's Public Affairs Section on the 7th floor, Goldbridge of Eastgate Building in Harare, offers assistance

to students on all aspects of the application and financial aid process. We are open for public inquiries on Mon, Tues, Thurs and Fri between 1030am-1230pm and 130-430pm.

We encourage interested students to begin their research by attending a free group introductory educational advising session at the center; these seminars are offered the first and third Wednesday of every month at 3pm. Thereafter, students with solid academic backgrounds can choose to join the advising center as members, which allows them access to the print, computer-based and Internet resources as well as to attend workshops and meet individually with the Educational Advisor.

America's top colleges and universities use a holistic admission selection process, requiring students to submit not only national examination results or university transcripts, but also letters of recommendation from teachers and lecturers, lists of co-curricular activities and awards, and both personal and academic essays. Students also prepare for and write US standardized exams such as the SAT and GRE, offered here in Zimbabwe, exams required by all applicants, whether American or international. Universities are looking for students who have succeeded in their own academic systems, who are involved in activities and endeavors outside of the classroom and in their communities, and who have the passion and ambition to make a difference in whatever field of study they wish to pursue. Because of the

**education USA**  
YOUR GUIDE TO U.S. HIGHER EDUCATION

**FACT**  
More than  
**565,000**  
international students  
studied in the U.S.  
in 2004/2005.  
**36,123**  
were from Africa.



A large turnout from local Zimbabwe high schools at the presentation by Harvard and University of Pennsylvania at the Public Affairs Section auditorium



Tichakunda Mangono, first year student at Brown University meets Ruth Simmons, President of Brown University during orientation week in August 2006. Tich attended Dadaya High School in Zvishavane and was a participant in the United States Student Achievers' Program (USAP)

extensive application process required by American universities, we recommend that students being planning the process at least one year before they intend to begin studies.

United States colleges and universities do offer financial assistance and scholarships for top international students as well as for talented scholar-athletes. It is important for Zimbabweans to know that you should never have to pay money to access information about scholarship assistance or to apply for a genuine university scholarship.

This past year, the US Embassy granted over 460 visas to Zimbabwean students to undertake college and university study in the US. If you are a highly motivated, open-minded, academically talented high school or university student or graduate, we hope you will consider applying to further your studies in the US and that we will see you soon at the EducationUSA Advising Center!

Continued from page 5

## History of EDUCATION in United States

The Civil Rights Movement of the 1950s and 1960s helped overturn such segregation laws; in 1954 the Supreme Court in Brown v. Board of Education unanimously declared separate facilities inherently unequal and unconstitutional. The Civil Rights Acts of 1960 and 1964 further helped end the period of segregation. Integration itself was a long and drawn out issue; although required by law, the first integrations of minute numbers of black students met with



The modern classroom, breaking boundaries

intense opposition across the south. In 1957 the integration of Little Rock, Arkansas, had to be enforced by federal troops; this was after President Dwight D. Eisenhower had federalized the National Guard, which the governor had called in to prevent integration. Throughout the 1960s integration continued with varying degrees of difficulty, including a period of forced busing, popular during the administration of Richard Nixon.

Although full equality and parity in education would take many years (many school districts are technically still under the integration mandates of local courts), technical equality in education had been achieved by 1970.

Source: [www.wikipedia.org](http://www.wikipedia.org)

**HARMONY**  
FOR HUMANITY

3rd December 2006  
Prince Edward School, Harare

A celebration of cultural diversity through music & performance  
Adults: \$1000 Under 18: \$500 Children under 12: FREE

POSTAGE



For more information visit our website <http://harare.usembassy.gov>

**News & Views**  
FROM THE WORLD

**Publisher**  
Ambassador Christopher Dell  
United States Embassy

P. O. Box 4010  
Harare  
Zimbabwe  
Tel: 263-4-758800/01

**Executive Editor**  
Paul Engelstad  
Public Affairs Officer

**Assistant Editor**  
Mark Weinberg  
Assistant PAO